

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [X] Magnet [] Choice

Name of Principal Dr. Wanda P. LeFlore

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Kennard Classical Junior Academy

(As it should appear in the official records)

School Mailing Address 5031 Potomac Street

(If address is P.O. Box, also include street address.)

City St. Louis State MO Zip Code+4 (9 digits total) 63139-1316

County St. Louis City State School Code Number* 5030

Telephone 314-353-8875 Fax 314-244-1806

Web site/URL http://www.slps.org/kennard E-mail WANDA.LEFLORE@SLPS.ORG

Twitter Handle twitter@SLPS_INFO Facebook Page http://www.slps.org Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Kelvin Adams E-mail: kelvin.adams@slps.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Saint Louis Public Schools Tel. 314-231-3720

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Rick Sullivan

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 46 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 20 High schools
 - 1 K-12 schools
- 77 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	11	8	19
K	14	23	37
1	26	26	52
2	19	28	47
3	38	30	68
4	28	40	68
5	37	40	77
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	173	195	368

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 8 % Asian
 - 31 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	5
(4) Total number of students in the school as of October 1	391
(5) Total transferred students in row (3) divided by total students in row (4)	0.013
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 3 %
10 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Arabic, Bosnian, Chinese, Korean, Russian, Somali, Spanish, and Vietnamese
8. Students eligible for free/reduced-priced meals: 26 %
 Total number students who qualify: 96

Information for Public Schools Only - Data Provided by the State

The state has reported that 26 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 3 %
10 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>5</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2009

15. Please summarize your school mission in 25 words or less: Meeting the academic and affective needs of gifted students so that they are able to apply complex, creative, and innovative thinking to real world problems.

PART III – SUMMARY

Kennard Classical Junior Academy (CJA) is a full-time, tuition-free Gifted and Talented Magnet School located just south of “The Hill,” a historic Italian neighborhood in St. Louis, MO. Built in 1928 and dedicated in 1930, Kennard CJA formerly served as a Junior Naval ROTC Middle School, JNROTC High School, and as a centralized pupil personnel services facility. After serving thousands of students and their families for more than five decades, Kennard School closed in 1989 and reopened in 1990 as an elementary Gifted and Talented Magnet School as part of the magnet schools system tied to the city’s desegregation plan.

Our diverse student population consists of urban and suburban students from a wide range of cultures, ethnic backgrounds, and socio-economic groups. Student acceptance to Kennard is based on the state criteria for gifted identification, as well as Saint Louis Public Schools’ criteria for magnet school placement. Since gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities, the teaching staff has: 85% gifted certification, 60% advanced degrees, and 16% National Board Certification. Gifted students benefit from classroom interactions with peers at similar performance levels in Kennard’s 23 to 1 student/teacher ratio.

Kennard’s vision is to provide a unique, safe, and nurturing school fostering academic achievement and serving the diverse population of gifted and talented students. We provide a student-centered, inquiry-based gifted curriculum designed to develop creativity, critical thinking, and problem-solving skills. Kennard’s current achievement data affirms that we are on the right track of achieving our vision through narrowing the achievement gap in math and communication arts; and supporting gifted students who are either struggling or exceeding expectations in their core content areas. Kennard students have divergent learning needs that require not only a special curriculum, but specialized staff and resources to implement the curriculum with fidelity. Since Kennard does not qualify for special state or federal funding, our learning community relies on trained, dedicated, and flexible professionals who not only train our staff, but also provide programs to students. For example, our staff participated in the Missouri Professional Learning Communities Training Project.

Kennard Tiger Pride is reflected throughout the school. Brightly colored murals painted by students, teachers, and parents serve as teaching tools. A day-at-a-glance at Kennard may consist of medical interns from Washington University providing hands-on exploration of the brain to 3rd graders; a parent tutoring a small group of students; a state senator being interviewed by members of the student council; a CEO of a company serving as a guest reader; students hanging posters to promote a service learning project; 4th grade students making a movie for a school program; primary and intermediate classes paired together for a Buddy Day activity; students collecting canned goods for their annual food drive; students dressing for careers; and curriculum specialists meeting with classroom teachers. The evenings and weekends also reflect how well our school and community work together. An evening-at-a-glance may consist of volunteers setting up for a book fair, school dance, music program, or curriculum night; Boy Scout Pack meetings, Girl Scout Troop meetings, robotics, chess, or the neighborhood organization conducting its monthly meeting in the school’s cafeteria.

The School’s Motto, “I’ll strive for excellence in all that I do; I’ll be the best me, and you be the best you!” coupled with a dedicated character building initiative provides a united effort among school, home, and community. As a past recipient of the National Blue Ribbon Award, we have experienced an increased interest in our learning community. It was such an honor for our students and staff that we continue to strive each day to sustain excellence in both academics and character development. A new Positive Behavior Plan has been implemented, creating a cohesive, school-wide plan that fosters positive behaviors and reduces disruptive behaviors. Also, due to our past Blue Ribbon recognition, we have been inspired to achieve additional honors such as: inclusion in The 50 Best American Public Elementary Schools by TheBestSchools.org, a recipient of 2014 Honorable Mention State School of Character, and noted for a 2014 Promising Best Practice in Character Education.

Kennard's professional learning community is devoted to supporting the needs of gifted students by implementing the policies and practices defined by the National Association for Gifted Children (NAGC). We have high expectations regarding student achievement and readily accept responsibility for student learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Kennard's curriculum framework aligns with Missouri Learning Standards, Missouri Show Me Standards, and the National Association of the Gifted Child (NAGC) Pre-K-Grade 12 Gifted Education Programming Standards. Teachers in grades 1-5 use integrated English language arts curriculum units designed for gifted students by the Center for Gifted Education at the College of William and Mary; and teachers in grades 4 and 5 use units by Science Education for Public Understanding Program (SEPUP), which creates science curriculum for use in 6-12 education. Kennard's accelerated curriculum promotes analytical thinking, reasoning, and problem-solving skills.

The Pre-K curriculum emphasizes constructivism. Children use literacy centers to learn alphabetical awareness, phonetic sounds, and blending sounds. During Writer's Workshop students write full sentences, use inventive spelling, capitalization, and punctuation. Students learn about the natural world and using their five senses for observation. Social studies focus on rules and manners, and communities. Students learn number names, sequencing, counting, comparing numbers, adding, subtracting, measuring, and reasoning.

The primary grade curriculum builds upon skills established during Pre-K. Students strengthen reading and comprehension through Readers' Workshop. They learn strategies for word recognition and increased reading fluency. Through differentiated instruction, students learn complex comprehension, compare and contrast, cause and effect, and main idea and supporting details. Higher-level thinking skills are developed using the Jacob's Ladder gifted reading curriculum. Primary students use the writing process to organize research, write opinion pieces, explanatory texts, and narratives with appropriate conventions. By the end of first grade, students are publishing multi-paragraph informational texts.

Primary students study matter and energy, living organisms, and earth systems in science. Kindergarten students study plant life cycles, which includes a trip to the Missouri Botanical Garden. Students in first grade learn about weather, motion, magnets, and plant and animal characteristics. Second graders study energy, living organisms, and the universe, culminating in a trip to the Challenger Learning Center. Social studies expand the students' communities from local to national. Students learn about economics, government, geography, historical figures, and Native Americans.

Primary grade math progresses from single-digit addition and subtraction to multiplication and division by the end of second grade. At each grade level, students gain a critical understanding of place value, measurement, telling time, representing and interpreting data, shapes and their attributes, and problem solving. First grade students use Hands-On Equations, a math activity, to learn how to solve equations using manipulatives. Second grade students use Equate Math, a game in which students write their own equations.

The building blocks of the primary years lead to increased rigor and enrichment during the intermediate years. Students in third, fourth, and fifth grade use reading comprehension skills such as summarizing, comparing and contrasting texts, making inferences, drawing conclusions, and paraphrasing to read and understand high-level instructional texts, stories, dramas, poetry, fables, and myths. Intermediate grades continue to use Jacob's Ladder, and the fourth grade integrates Literary Reflections, a gifted language arts curriculum.

The writing curriculum in intermediate grades provides opportunities for greater complexity and real-life applications. Students continue to use the writing process to develop and hone opinion pieces, narratives, informative texts, and research projects. The 6+1 Writing Traits program assists students in developing well-organized, interesting, easy-to-read pieces of writing. In third grade, students write, produce, and perform original plays. Fourth grade students use their writing skills to write letters lobbying for improvements in gifted education. Fifth grade students participate in Junior Achievement Biz Town, applying math, language arts, and social studies concepts in a day-long simulated economics project.

Intermediate grades continue to use Project-Based Learning for science and social studies. Third graders study states of matter, space, life cycles, and weather, culminating in a rainforest project. Students in fourth and fifth grade learn about physical and life sciences as well as completing a science fair project.

Mathematics in the intermediate grades includes the studies of operations, fractions, measurement and data, geometry, and mathematical problem solving, probability, decimals, measurement, and graphing coordinates. Students in third, fourth, and fifth grade participate in weekly math Equations lessons and compete in various Equations tournaments.

2. Other Curriculum Areas:

Kennard's kindergarten through fifth grade students receive 80 minutes per week and Pre-K students receive 50 minutes per week of each non-core subject.

Drama: Based on the National Core Art Standards, students' personal growth and intellectual development is enhanced through the study of performing arts skills. Drama encourages students to learn about themselves and other cultures. Drama performances this year include the folktale John Henry and Snow White and the Seven Dwarfs.

Music: The CREATE Music curriculum is used to foster a sense of appreciation and understanding of music. Students demonstrate understanding of the basic music concepts by singing, playing instruments, and dancing. Projects include song composition, iPad bands, and iPad movies. Students take field trips to Powell Symphony Hall, The Touhill Performing Arts Center, and The Sheldon Concert Hall and Galleries. Guest artists perform and teach lessons for students. The fifth grade class performs a musical each year. Students choose the type of performance they would like to present, what message they would like to articulate, and the repertoire.

Visual Arts: The CREATE Visual Arts curriculum develops appreciation and understanding of art. The areas of focus for all student projects are Art Production, Knowledge of Historical and Cultural Contexts, Critical Response, and Aesthetic Response. Projects include submissions to contests, set design, props, and advertisements. After each assigned project, students are provided a choice art day that allows them to paint, sculpt, draw, create mixed media, or a collage. Students help select project topics. Projects are completed individually or in small groups. Whenever there is a natural connection, science, social studies, math, and communication arts are incorporated into the project. Socratic methods of questioning are often used to develop critical-thinking and problem-solving skills.

Physical Education, Health, and Dance: Developmentally appropriate activities enhance students' quality of life through a healthy, active lifestyle. Fitness is measured by yearly pre and post assessments. Activities develop basic loco-motor, manipulative, and dancing skills. Critical thinking, health objectives, and vocabulary are taught. The PE program provides enrichment activities and character development through community sponsored programs such as: The Read, Right and Run Marathon, Kennard's Annual Field Day and Jump Rope for Heart.

Science Laboratory: Students use hands-on activities to investigate and delve deeper into science topics. The science lab links the Next Generation Science Standards by connecting rigorous content to real world issues. Lab explorations, such as examining owl pellets and creating friction, develop students into better critical thinkers and problem solvers.

Spanish: Spanish classes build on grammar, vocabulary, and culture through cooperative and inquiry-based learning, supporting cross-curricular education in English language arts, social studies, history, and gifted curriculum standards. Students engage in authentic learning including writing Spanish menus and travel brochures. Students converse in Spanish in a variety of contexts.

Library and Media Center: In addition to applying research skills and eLearning training, students have access to computers to retrieve a variety of print, non-print, and electronic information resources. The

librarian works with teachers to design authentic student learning tasks and assessments, and integrate information and communication skills required to meet content standards.

Guidance: The counseling program provides services as needed to meet the educational, psychological and social needs of students including individual and group counseling. Kids in the Middle, an onsite counseling agency, provide services for students experiencing challenges. Students with academic or behavior difficulties are referred to the Student Intervention Team. Our Character Education Initiative develops student integrity by using the core traits of Respect, Responsibility, and Honesty that are selected each year by Kennard's learning community. This year students engaged in an Anti-Bully campaign, designed and promoted a Buddy Bench, created a hero for Hero Day, and sponsored a letter writing campaign to Children's Hospital.

3. Instructional Methods and Interventions:

Kennard offers a continuum of strategies that vary in levels and types to address the educational needs of gifted students: ability grouping, acceleration, curriculum compacting, differentiation, project-based learning, and enrichment. These services engage a variety of different learning styles, learning paces, and levels of content.

Flexible grouping of students based on individual instructional needs is prevalent at Kennard. Our RTI process includes Tier III A for students requiring advanced work and Tier III B for students requiring remedial services. Students work in small groups facilitated by teachers throughout the day.

Kennard's curriculum is accelerated one grade level in all core areas. A first grader this year is participating in subject acceleration in math. He receives independent studies in math from the gifted specialist and joins a second grade class for his daily math lessons. The fourth and fifth grade science curriculum includes middle school science units developed by SEPUP.

Teachers replace content students know with new content, enrichment options, or other activities. Teachers in kindergarten, first, and second grades compact their math curriculum with Equate and Hands on Equations. Intermediate students who demonstrate extraordinarily high achievement in mathematics participate in the Resource Math Partnership (RMP) taught by the gifted specialist.

These examples of differentiation are used to meet the needs of our students: tiered assignments- accommodations on the number of math problems assigned, the length of a written assignment, and extended time completing projects; learning contracts- developed with input from the student and parent, are used for students that struggle with completing work on time; learning centers- offer differentiation based on interest. Several teachers have Hands on Equations in their centers so students can explore rigorous math content.

Our students value project-based learning that involves real-life situations. Third graders' hunger research resulted in a record-setting food drive for Operation Food Search; fourth graders practiced measurement and data analysis using pumpkins; fifth graders learned about the circular flow of economics in a simulated community while operating businesses at Junior Achievement's BizTown.

Students' creative problem-solving, critical-thinking, communication, and leadership skills flourish when they participate in the following enrichment activities: chess, academic and artistic contests, robotics, Equations, field trips, team building activities at Camp Wyman, newspaper, radio show, Springboard programs (storytelling, puppetry, songwriting, quilt-making, drama), Student Council, Green Team, National Elementary Honor Society.

Differentiation keeps our students engaged in learning at their academic level in their areas of interest.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Kennard's third through fifth grade students participate in the Missouri Assessment Program (MAP), our state-wide standards-based performance assessment. The MAP test includes multiple choice, constructed response, and performance event questions based on Missouri's Learning Standards in English Language Arts (ELA) and Mathematics. Scores are given in four achievement levels to describe student performance: Below Basic (minimal performance), Basic (partial mastery), Proficient (meets the standard), and Advanced (superior performance).

Kennard performs among the top elementary schools in Missouri in both ELA and Math each year. The percentage of our students scoring Proficient and Advanced in both ELA and Math has consistently been around 90% for the past five years. In 2014, 91% of our students scored Proficient and Advanced in ELA and 89% scored Proficient and Advanced in Math. Missouri third through fifth graders as a whole scored 46% Proficient and Advanced in ELA and 49% Proficient and Advanced in Math.

Our fourth grade students consistently score high in ELA, and our fifth grade students consistently score high in Math. Our third grade students' scores fluctuate and are frequently lower than the rest of the school. One-third of the third grade students are new to our school each year, and it is also the first year students take the state-wide assessment.

Our sub-group Proficient and Advanced achievement gaps are regularly below 10% with some fluctuation. The gaps between the percent of our sub-group and our total student population scoring Advanced has averaged around 15% for the past five years. We are working to close the achievement gaps of low-income and African-American students through Response to Intervention, Individual Academic Plans, teacher facilitated progress monitoring, flexible grouping based on pre-tests, small-group pull-out remediation, tutoring, student case studies, testing practice, reteaching resources, teacher-made lessons and tests, multicultural partnerships, and multicultural curriculum materials.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Analyzing test data is an integral part of our school-wide professional development and grade-level meetings at Kennard. Last school year we participated in data team training. We use the ORID (Objective, Reflective, Interpretive, and Decisional) protocol for examining data in our weekly, vertical grade, data teams. Teachers look at data to improve classroom practice through SMART goals. We use multiple data sets to study and disaggregate: Missouri Assessment Program (MAP), Acuity (on-line progress monitoring tool), STAR (reading assessment), teacher-made formative assessments, writing samples, projects, and daily assignments.

Students scoring below proficient are identified and given Individual Academic Plans to ensure they get frequently monitored, targeted intervention. Teachers, with the help of our Gifted Specialists, differentiate instruction as a result of tracking individual achievement.

The STAR reading assessment is used by teachers to create reading groups, identify specific skill focuses for individuals, and determine students' reading levels. Math scores from the previous year's MAP test and a math placement test are used together to determine which students are eligible for a fifth grade advanced math class. Pre-tests are used by teachers in math and science classes to identify students who have already mastered material and can work on independent projects.

We have high parent involvement and effective communication among parents, students, and the community. Selected school teams review, explain, and answer questions about school MAP test data with the Parent Teacher Organization each fall. Upcoming tests are announced in the Principal's Update and classroom newsletters. The data is also made available to the public. Students receive detailed report cards that outline progress quarterly. Students performing below 80% in any subject also receive interim progress

reports. MAP and STAR results are sent home to parents. Acuity reports are available to parents online. Student testing results are explained and discussed at bi-annual parent conferences as well as individually with students.

Part VI School Support

1. School Climate/Culture

Every staff meeting at Kennard ends with celebrations. Together, teachers celebrate triumphs within their classroom, throughout the school, and in their personal lives. This exercise every month reflects the positive school climate that is pervasive at Kennard. Students, staff, and families are celebrated with recognitions like a pat on the back or bigger acknowledgement through the school newspaper and radio show. It is this dedication to a positive environment that spurs students and staff to reach even greater heights.

Our academic culture is fostered and improved by a dedication to democratic classrooms and strong parent involvement. Students take part in creating rules and expectations in the classroom and have a strong input in academic directions throughout the year. Instruction is guided by the individual and exceptional needs of our student population. Students gain a sense of self-confidence and empowerment. In addition to student input, parent involvement is highly valued. Parents are surveyed about their child's needs before school starts; parents and students visit classrooms and teachers during Open House, and are encouraged to volunteer at school.

In an effort to improve academic focus, Kennard staff and parents have taken great strides to improve behavior and character development within the school. Our revised Positive Behavior plan was implemented, creating a cohesive, school-wide plan to increase positive behaviors and decrease disruptive behaviors. Receiving the 2013 Honorable Mention State School of Character, Kennard has also made great efforts to become a School of Character, focusing on honesty, responsibility, and respect. Character education activities, such as Buddy Day, have improved the overall morale among students and teachers.

Kennard's professional culture is deeply rooted in collaboration and support. According to the results of the 2013/2014 School Climate Survey, the staff is highly satisfied working at Kennard. This satisfaction is evident in our staff cooperation, parental involvement, and strong leadership. At Kennard, staff and students feel supported by a professional environment and collaboration among peers. Teachers feel that they are kept informed of important changes within the school and believe that our school is a safe place for students, staff, and visitors.

Kennard participated in the Missouri Professional Learning Communities Training Project from 2009 through 2012. A school team was trained to implement a school improvement process that focused on student learning. During this training our professional learning community developed a shared vision and collective commitments.

2. Engaging Families and Community

Kennard engages volunteers, families, and community organizations to advocate for their children's education by providing learning opportunities and support to the school.

Through fundraising, our Parent Teacher Organization (PTO) provides enrichment programs for each teacher's classroom, books for the library, technology (SMART boards and online educational resources), assemblies, and field trips.

PTO events provide learning opportunities that are organized by parent volunteers. Our Math and Science Enrichment Night involves parents who work in scientific fields, local businesses, and community organizations such as: American Physiological Society, Astronomy Society, Missouri Botanical Gardens, Ameren Missouri, Monsanto, robotics organizations, and the American Chemical Society. Our International Enrichment events involve parents and teachers who share aspects of their culture, and our Hispanic Heritage event featured Washington University music and dance groups. Profits from our annual Book Fair support the school by supplying books for classroom libraries and the school library.

A variety of parent-led organizations provide opportunities for students to participate in the community:

Girl Scouts, Cub Scouts, Chess Team, USA First Lego League Team, Let Me Run, and Girls on the Run. Students participate in the Read, Right, and Run event in St. Louis; our school was featured in the 2012-2013 Read, Right, and Run journal as a school that “makes a difference in our community.”

Parents help teachers within the classroom by assisting with lessons, chaperoning field trips, presenting about careers, and tutoring students. Grandparents and Special Friends Day provides a demonstration of family support for learning. Attendance for this event has grown to more than 300 guests in 2014.

The PTO’s Green Committee leads teachers, parents, and students to participate in the U.S. Green Building Council’s Green Schools’ Quest contest. Students’ engagement in problem-based learning and our efforts to reduce waste and increase recycling have a positive impact on the larger environment and community.

We host student teachers from University of Missouri-St. Louis, Harris-Stowe State University, Webster University, Lindenwood University, and Saint Louis University. Students from University of Missouri-St. Louis participate in academic student case studies each year. Students from Saint Louis University Medical School teach our students flu prevention tips, and students from Washington University visit third grade classrooms yearly to give hands-on demonstrations about the brain.

World Wide Technology, Inc. sponsors our Black History Month Writing Contest and Springboard, young audiences arts for learning, provides educational programs for our students in grades Pre-k through 5.

Our partnerships with our families and various community organizations contribute to our academic excellence through enriching and engaging experiences.

3. Professional Development

Kennard is an autonomous professional learning community that engages in professional development (PD) and applies that learning to increase student achievement. Our leadership team analyzes performance data, identifies learning challenges, and then makes recommendations to determine how to equip educators to address learning and teaching challenges. Our PD team consists of teachers, an administrator, and gifted specialists. They network with our civic organizations and university partners to plan and implement differentiated PD.

Our PD is developed to improve student learning. It occurs in a variety of formal and informal contexts such as peer observations. For example, teachers observing other teachers introducing math equations to first and second graders, learn how to better implement it in their own classrooms. Other examples of teachers improving their instructional practices include enrollment in university courses, completing advanced degrees, renewing National Board Certification, and obtaining gifted certification; coaches for 1st and 2nd year teachers, new teachers receiving teaching and learning support from experts in the field; and grade level team meetings, where teachers collaborate to plan lessons, problem solve, and improve performance.

Our district-wide PD focuses on analyzing academic, attendance, and behavior data using ORID, a four-stage focused discussion process. School teams develop SMART goals and recommendations for school improvement, which includes PD for our teachers, gifted specialists, support staff, and administrators. Seven days are set aside each year for teacher PD. Administrators receive 12 full days of PD within the school year.

Our school-wide PD this year was used to implement our positive behavior support initiative. An adjunct university professor provided PD on classroom management and character education, and a psychologist shared strategies to meet the affective needs of gifted students. A university professor formerly from the College of William and Mary provided PD- implementing resources for high-ability learners. To improve our project-based learning implementation a science specialist provided PD with middle school science units, and the staff observed problem-based learning units at gifted learning centers in the area. Since these PD experiences, teacher use of quality project-based learning activities has doubled.

PD focus for the administrator is leadership. A book study includes *Leverage Leadership* and *SWITCH*. A field experience included observing high performing schools. Due to this PD, the principal developed an insight into what it takes to build an exceptional school which resulted in more teacher leaders collaborating in the building as evidenced by the number of grade-level team leaders and our expanded leadership team.

A diversity of PD approaches improves our instructional practices and increases student learning.

4. School Leadership

Student learning and achievement are top priorities in our professional learning community. The leadership committee facilitates the implementation of Kennard's shared mission, vision, and commitments. Its members make many of the schools' recommendations that directly impact our improvement goals of student achievement, attendance, and behavior. This committee is comprised of representatives from each grade level, related arts, a building substitute, gifted specialists, the counselor, a parent, and the principal. The leadership committee actively reviews school policies and procedures to ensure continuous best practices; taking into consideration student needs and parent input. This committee decided to adopt new gifted resources to support the needs of their students, which increased student engagement and success. The leadership committee also promotes collaboration between other committees such as character education, positive behavior, and the professional development committee.

We have more than 12 school committees that help make leadership decisions. Since the purpose of our committees is to explore issues and seek suggestions for ways of improving our existing school programs, all staff members are encouraged to join. Our Committee Coordinator begins recruiting in early August, and a list of committees and descriptors are available the last month of school.

Our grade level teams are vertically aligned and led by teacher leaders. The weekly team meeting agenda imbeds our professional learning community's Four Corollary Questions: What do we expect students to learn? How will we know when they have learned it? How will we respond when they don't learn? How will we respond when they already know it? This keeps the focus of each meeting on student learning.

The school's motto, "I'll strive for excellence in all that I do; I'll be the best me and you be the best you!" is the blueprint for our school leadership. Kennard is led by a strong servant leader. The principal provides opportunities for teachers to lead and supports them. The principal is highly visible within the learning community and is available to students, staff, and parents. A professional and respected leader of the Kennard community, the principal supports individuals at both the school and district level who have the potential to direct others' learning.

Shared school leadership effectively creates a bridge between all sectors of Kennard, increasing student achievement, communication, collaboration, and decision-making in our learning community.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Missouri Assessment Program Grade Level Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	88	94	89	81	83
Advanced	41	38	48	24	36
Number of students tested	68	72	56	59	66
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83	95	90	79	75
Advanced	22	16	40	11	25
Number of students tested	23	19	10	19	20
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	78	90	86	65	74
Advanced	35	28	43	4	17
Number of students tested	23	29	14	26	23
6. Asian Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	91	97	89	93	85
Advanced	41	47	51	36	44
Number of students tested	34	38	35	28	34
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Missouri Assessment Program Grade Level Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	92	88	83	93	89
Advanced	40	48	24	41	30
Number of students tested	77	67	59	59	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	78	77	75	100	82
Advanced	22	29	17	40	18
Number of students tested	23	17	24	15	28
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	84	79	67	90	83
Advanced	22	32	7	25	17
Number of students tested	32	19	27	20	35
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	93	96	94	95
Advanced	56	50	39	52	34
Number of students tested	39	40	26	31	38
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Missouri Assessment Program Grade Level Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	90	92	95	92	92
Advanced	70	52	56	49	40
Number of students tested	71	64	59	75	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83	86	100	86	92
Advanced	61	36	71	36	36
Number of students tested	18	22	14	22	39
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	78	83	85	84	88
Advanced	56	21	30	32	30
Number of students tested	18	29	20	31	40
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	100	100	97	97
Advanced	73	76	66	58	52
Number of students tested	45	29	32	38	31
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Missouri Assessment Program Grade Level Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	84	96	91	75	90
Advanced	49	72	64	49	52
Number of students tested	68	72	56	59	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	74	90	100	79	85
Advanced	35	74	60	42	45
Number of students tested	23	19	10	19	20
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	65	90	93	65	87
Advanced	26	62	43	27	35
Number of students tested	23	29	14	26	23
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	100	91	79	94
Advanced	62	79	69	71	63
Number of students tested	34	38	35	28	35
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Missouri Assessment Program Grade Level Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	99	95	95	94
Advanced	62	78	64	58	65
Number of students tested	77	67	59	59	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	87	94	96	93	93
Advanced	44	53	58	47	46
Number of students tested	23	17	24	15	28
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	91	100	89	90	91
Advanced	50	58	48	30	43
Number of students tested	32	19	27	20	35
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	97	100	100	97	97
Advanced	77	90	77	71	87
Number of students tested	39	40	26	31	38
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Missouri Assessment Program Grade Level Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	89	90	92	87
Advanced	61	56	66	65	54
Number of students tested	71	64	59	75	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	83	86	100	91	85
Advanced	33	45	64	50	54
Number of students tested	18	22	14	22	39
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	89	86	75	87	78
Advanced	33	38	50	42	38
Number of students tested	18	29	20	31	40
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	98	90	97	97	97
Advanced	69	72	75	82	74
Number of students tested	45	29	32	38	31
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: